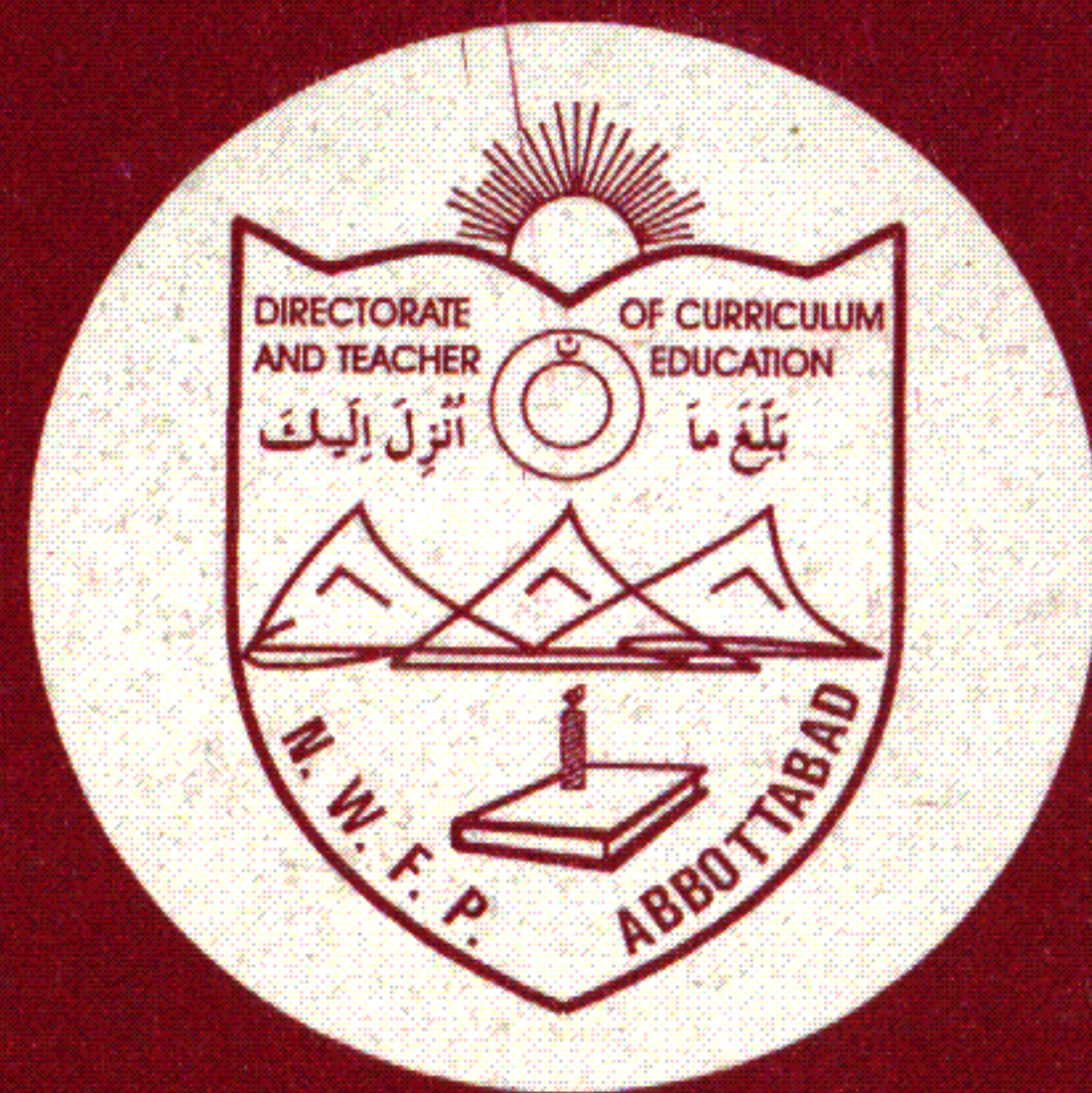
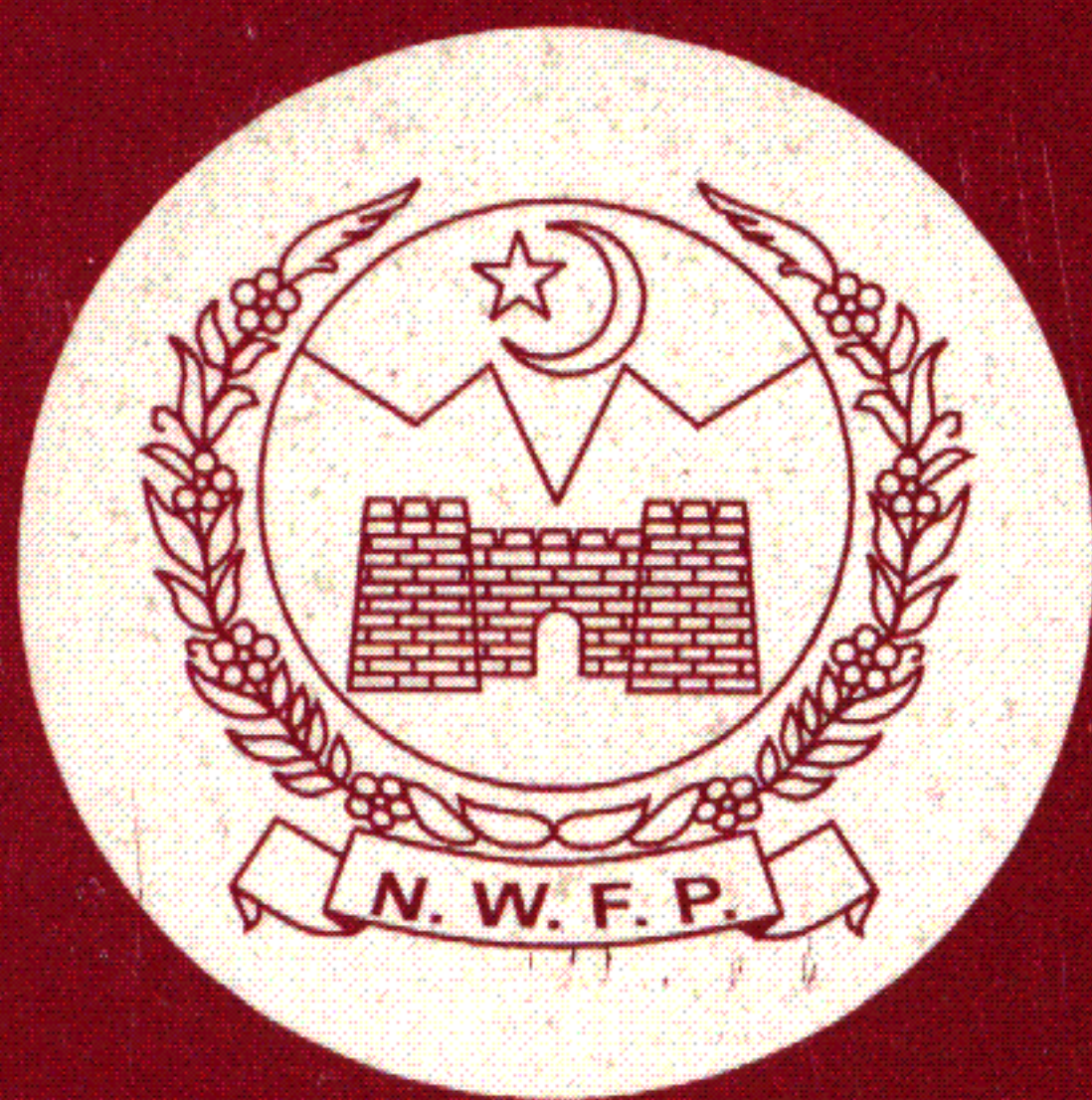
MODULE

TEACHING OF ENGLISH
(CLASSES VI - VIII)

FOR

MASTER TRAINERS
OF
IN SERVICE TRAINING PROGRAMME

DIRECTORATE OF CURRICULUM AND TEACHER EDUCATION NWFP ABBOTTABAD

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Patron-in-Chief .... UMMAR FAROOQ
Director

Compilation .... NASEEB-UN-NISA ALVI
Subject Specialist

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FOREWORD

For the last couple of years, the Reorientation Courses (ROCs) both for Middle and Secondary stage teachers could not be conducted by this organization due to financial crunch at large.

The National Education policy (1998-2010) vis-à-vis Education Sector Reforms stresses the need and execution of In-service Teachers Training programme across the level and subjects. Myriad of vertical and horizontal textual and curricula changes have been taken place during the course of time.

Given the situation, the Govt. of NWFP School and Literacy Department embarks upon a crash ROC programme through this Directorate and Executive District Offices. Yet the challenging task to train Master Trainers in the subjects of English (VI – X), Mathematics/Physics (VI – X, IX – X) and Biology/ Chemistry/Science (IX – X, IX-X, VI – VIII) is assigned to this Directorate. Whereas field teachers training programme is given to EDOs concerned.

Extraordinary requirements demand extraordinary actions. Despite realization that time is short, intellectual resources are limited, production of innovative plus creative teaching Modules is not a game of chance, we designed, prepared and drafted "Draft Modules" and handed over to all Resource Persons or Lead Trainers involved in workshops w.e.f. 15.5.02 to 26.5.02 to study and give professional expertise if any so that we could proceed further accordingly. Thanks to them for appreciating the work.

I am also grateful to all writers, reviewers, course coordinators (subject specialists), officers and officials engaged in this crash training programme and in particular to Arbab Shahzad Khan, Secretary to Education and Literacy, Govt. of NWFP for his continuous support and encouragement to enable us to render teaching savvy ROCs.

I do hope that 650 Master Trainers trained in aforementioned subjects would disseminate their knowledge, information and life as well as pedagogical skills gained in 12 days five workshops. In that they understand ""when one is good to others she/he is best to her/himself". Consequently, effective, meaningful and result-oriented education is possible. An obligation of all concerned. Act right now and stand in the gallery of greats.

UMMAR FAROOQ
DIRECTOR
CURRICULUM AND TEACHERS EDUCATION,
NWFP, ABBOTTABAD.

INTRODUCTION

Module system is such a method of teaching in which a teacher has to prepare his lesson on scientific lines. It has four main parts:

(A) OBJECTIVES:
First of all the teacher has to determine the particular and general aims of his lesson. By elaborating these aims, a student gets help in preparing his lesson in accordance with these aims and thus the direction of his study is set.

(B) COMPLETE SUBJCT MATTER:
After preparing the subject matter, it is presented in such manner that a student could achieve the pre-determined objectives.

(C) PRACTICAL WORK (SELF-ASSESSMENT):
By bringing these aims in mind, questions are prepared. These questions help in understanding the lesson. Through these questions, it is also ascertained as to what extent the students can understand the lesson.

(D) KEY:
Through this, answers of the questions are provided, so that students could themselves know about their ability. In fact "Module System of teaching" is such a method of self-learning, which a teacher uses according to his own abilities. In this method importance is laid not on teaching but learning.

By determining the aims before-hand, there is created continuity and coordination in the lesson. In this way the teacher acquires an opportunity to know whether the students can understand the lesson properly or not. Besides, through training of this method of teaching less time is required as compared to the other method.

IMPORTANCE

The place of English language in our Educational System and curriculum has been a controversial issue since independence. In Pakistan, we have inherited the English language as the language of education, business and administration from our former British rulers.

We are well aware of that due to failure in English language, a great majority of our students fail in various examinations in this subject. Almost all the competitive Examinations both for the Civil and Military Superior Services are conducted in English language. The success of the candidates depends upon their proficiency in English. A person speaking good and accurate English is considered an intelligent one. Thus, the knowledge of English language apparently is considered to be the only criteria of prestige, honour and greatness.

This language has gained and is continuing to gain the position of importance in our curriculum instead the recent trend of public, to send their children to English Medium (Public) Schools because of the language holds its proud position as the only foreign language which can be taught with great benefit to the younger generation in Pakistan. Even the Education Department of N.-W.F.P. has started it from primary classes.

CLASS VI – VIII)

The major objectives of teaching English in Pakistan are:

(i) ***Linguistic Objectives:*** Which comprise of four basic skills i.e. listening, reading, speaking and writing

(ii) ***Cultural Objectives:*** To teach English in order to enable the students to read about different cultures of the world and thus broaden their knowledge and outlook.

(iii) ***Good International Relationship:*** In the world of today, no country can exist without depending upon others. As an international language, English helps in establishing link between nations.

(iv) ***A vehicle of transmitting:*** English is an international language, through which we can contact with world family of nation. It is a vehicle of transmitting a great store of knowledge and a source of communication of world culture.

(v) English is a source for the study of science and technology.

(vi) It facilitates our people in international trade and commerce and helps when seeking job abroad.

(vii) English literature has a humanistic aspect and as such, English should continue to be taught in our country.

Better understanding: The study of this language affords better understanding between different countries of the world.

Better knowledge: Its study provides better knowledge in field of arts, science and technology and even in computer technology and thus serves as a base for scientific and advancement of a country.

GENERAL OBJECTIVES OF TECHING ENGLISH
(CLASS VI – VIII)

According to National Bureau of Curriculum and Textbooks. Ministry of Education and Provincial Coordination.

1. Teaching of English aims at the achievement of essential aspects of language learning are listening, speaking, reading and writing.

    (a) ***Listening:*** To help pupils to listen attentively to conversation, class discussion and reports of activities.

    (b) ***Speaking:*** To enable the learners to speak English with correct pronunciation and accent.

    (c) ***Reading:*** To enable the pupils to read English with correct pronunciation and intonation and with sufficient fluency.

    (d) ***Writing:*** To enable pupils to write English correctly with correct punctuation.

2. To dissiminate Pakistani culture through medium of textbooks in English.

3. To assist pupils to develop powers of observation through teaching of English words by associating objects and illustrative material.

4. To familiarize the pupils with the customs, habits and social traits of foreign countries with the idea of widening their general outlook about the world around them.

5. To enable the pupils to be broad-minded.

6. To enable the pupils to be aware of the world around them.

7. At the reading stage, the teaching of English would consist of prose, rhymes and songs:

    (a) ***Objectives of teaching children's rhymes and songs:***

        (i) To enable pupils to enjoy the music and rythme rhyme.

        (ii) To enable the pupils to develop a linking for the rhyme and rythem of English language.

        (iii) To infuse a sense of nationhood, dignity of labour, self-sacrifice, bravery and patriotism.

SPECIAL AIMS OF TEACHING ENGLISH IN CLASS (VI – VIII)

1. To be able to listen attentively to conversation, class discussion and reports of activities.

2. To be abl to understand simple spoken language.

3. To speak clearly and distinctly with correct pronunciation.

4. To have practical command of words and phrases adequate for children's daily needs.

5. To have fluent conversation with teacher and class-mates.

6. To be able to tell a story or describe an incident.

7. To express children's activities in simple language.

8. To tell meaningful stories about pets, birds, flowers, etc.

9. To speak continuously for one or two minutes on a given topic.

10. To give answers to questions about known things and people.

11. To be able to dramatize stories.

12. To recognize sounds of initial words, long and short, vowels, consonant, consonant clusters, etc.

13. To learn and enjoy poems.

14. To read silently simple written passages with reasonable comprehension and enjoyment.

15. To read orally simple written passages with reasonable speed and with correct pronunciation and intonation.

16. To read and understand words of simple English.

17. To read habit of reading for information and pleasure.

18. To be able to read sign-boards, advertisements and simple instructions.

19. To read light literature with interest and confidence.

20. To be able to use a students dictionary.

21. To acquire a test for reading books and magazines.

22. To write legibly and neatly.

23. To write correctly and with reasonable speed. a letter. an invitation and a leave application.

24. To make story pictures.

25. To take dictation correctly.

26. To develop a positive attitude for learning a foreign language.

CLASS VI

OBJECTIVES:

To give the students practice in basic four skills:

(I) ***Listening:***

(a) To listen attentively;
(b) To recognize basic sounds:
(c) To help children to understand simple spoken English.

II. ***Speaking:***

(a) To give answers to simple questions.
(b) To have practical command of words and phrases for children daily need.
(c) To speak clearly with correct pronunciation.
(d) To produce English sounds.

III. ***Reading and Recitation:*** should be based on a combination of look and say method and sentence method, supplemented by the phonetic or alphabetic method:

(a) To enable the students to read simple language and recite rhymes and simple verses.

(b) To be able to read and understand basic vocabulary.

(c) To be able to read with correct pronunciation and intonation.

IV. ***Writing:***

(a) To be able to write legibly and neatly within four lines.

(b) To be able to write in printed letters.

(c) To be able to write capital and small letters.

(d) To be able to write simple sentences about pictures.

(e) To be able to write their own names.

(f) To be able to make sentences using simple words.

(g) To be able to use full stops and question marks.

CLASS – VII

OBJECTIVES:

To give the students practice in basic four skills:

(I) ***Listening:*** In addition to the objectives of Class-VI : To be able to recognize long and short vowels, consonants and consonant clusters.

(II) ***Speaking:*** All the objectives for Class-VI and:

(a) to be able to have conversation with teachers and class-mates in simple sentences.

(b) to express their actions in simple language.

(c) to be able to recite poems with action.

(III) ***Reading:*** All the objectives for Class-VI and:

(a) To read orally and silently. simple written passages with reasonable speed and comprehension.

(b) To be able to read distinctly and audibility with correct pronunciation and intonation.

(c) To be able to use a glossary at the end of the book.

(d) To be able to use dictionary.

(IV) ***Writing:***

(a) To write correctly with reasonable speed.

(b) To be able to write invitation to their friends.

(c) To give them practice in cursive letters.

(e) To be able to write a few sentences of their own about birds. animals. flowers. etc.

(d) To be able to know the use of capital letters. mark of interrogation and exclamation.

CLASS VIII

OBJECTIVES:

Listening: All the objectives for classes VI and VII and :

(a) To be able to listen to directions and instructions;
(b) To be able to listen to the Radio lessons;
(c) To be able to listen Radio and TV news.

Speaking: All the objectives for classes VI and VII and:

(a) To be able to tell a story or describe about pets, birds and festivals.
(b) To be able to dramatize simple short stories.

Reading: All the objectives for classes VI and VII and:

(a) To be able to read fluently;
(b) To develop ability of reading for information and enjoyment;
(c) To be able to read sign-boards, advertisement, simple instructions and notices;
(d) To read the material with confidence;
(e) To develop taste for reading children books and magazines.
(f) To be able to use dictionary.

Writing: All the objectives for classes VI and VII and:

(a) To be able to write letters and applications to the teacher and headmaster/mistress;

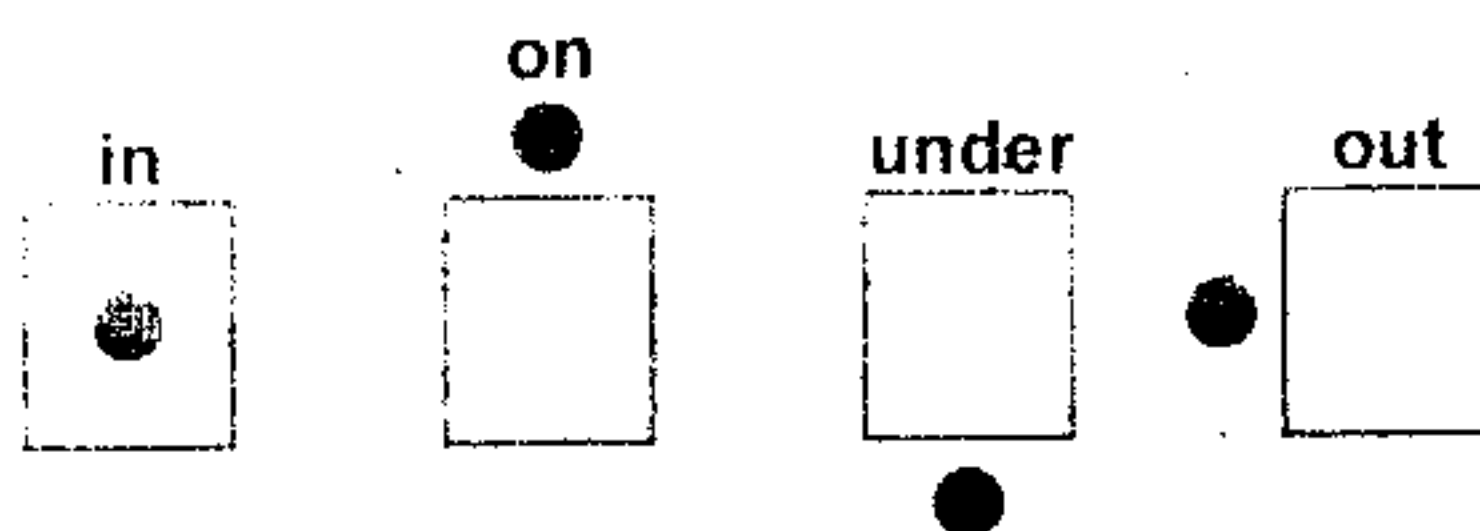
(b) To write simple paragraph/composition on school/classroom.

THE USE OF AUDIO – VISUAL AIDS

Whatever the teacher employs for making his lesson lively and realistic, effective and interesting, is an aid. Some aids employed by the teacher in the class during the course of his teaching may work either on the ears or eyes, called audio-visual aids. These aids present the actual picture of the object to the minds of the pupils, so the horizon of their knowledge becomes widened and well established. Both the vocabulary and the subject matter grasped better with the use of audio-visual aids.

Some of the audio-visual aids that can be used during lesson are as under:

1. ***Black-Board:*** Black-board is the most easily available teaching aid in classroom and yet it is the one which is seldom used for language teaching. Black-board is as useful in writing as it is for drawing. It is used for vocabulary when teacher illustrate the name of the things by drawing their sketches. Students can also practice them by drawing and 1: colouring these objects. Preposition can be taught by simple illustration.

The use of in, on, under, out, across can be taught by drawing such boxes.

Tenses, verbs, nouns and other grammar work can be easily taught with the help of Black-board. Substitutions tables are such kind of exercises, through which students can learn easily:

Present Indefinite Tense:

He She It	runs writes reads	fast a letter a book
I We You They	write run read	fast a letter a book

Present Continuous Tense:

He She It I You We They	is am are	eating writing reading playing	fruit. mangoes. cricket. a letter. a book.

Present Perfect Tense:

He	Has	written	a letter/letters.
She		played	mangoes.
It		read	cricket.
I	Have	eaten	a book/book.
You			
We			
They			

and so on for other sentences as needed while using the black-board. following things should be kept in mind:

Start with a clean board. have plenty of chalk and a duster reading. Make it sure that you are writing or drawing for everyone in the class including those. sitting at the back. so you stand slightly to one side while writing and from time to time step right away from the board so that every student can see. Do not make a mistake of standing for a long time with your back to the class. talking to the board. This will leave the students without least interest in the lesson.

Clean the board when it becomes crowded or when you start a new activity. otherwise topics will become mixed-up and the students will get confused.

Pictures, Maps, Charts and Diagrams:

These aids are usually used whenever cities. countries. rivers and mountains. etc. are referred to. in the textbook. These are useful to make the idea of location in the minds of pupils. Charts are used in teaching vocabulary as well as grammar.

Pictures and charts can be used in teaching all linguistic features for difference between many objects.

In teaching vocabulary, the use of pictures reduces the need of translation. Pictures and charts are also useful in teaching grammar and construction.

Flash Cards:

A great variety of activities can be done with flash cards. They are especially useful in teaching reading.

Charts and diagrams can be used for developing oral exercises. composition and reading.

One of the fundamental principles of a language teaching is that new language should come by the ear first and then the eye. A teacher using a number of senses can make sense impression stronger and learner greater. The teacher is therefore, advised to use as many visual impressions as possible. so that story

sense impressions may help in reinforcing what is learnt. An able teacher can make his lesson interesting by using aids with the use of simple materials available to him. His main objective is to create interest in what he is teaching.

Radio, Tape-Recorder and Television:

Radio broadcasts for pupils helps them to increase their knowledge. Tape-recorders are good media of language learning and can be acquired for use in the school in addition to the dissemination of authentic knowledge by well-read scholars. Pronunciation can best be learnt by hearing speeches, poems, plays, songs and news on radio and tape-recorder.

Appratus:

Apparatus is that material which is necessary for the conduct of the lesson. For vocabulary work and drill in phrases and sentence patterns, the teacher must have a collection of stories and sticks of different sizes and colours, strings, papers of different shapes, colours and sizes, tins, cups, bottles, balls, spoon and knives. The usual equipments of schools such as books, coloured chalks and pencils also provide him additional useful material. In addition to these model, toys can be of great help if teacher can easily get them. The teacher can himself make simple models with empty match boxes. Trains, houses, furniture can be made out of this material. The children can participate in making these things. All such kind of things are helpful in teaching vocabulary

METHODS OF TEACHING ENGLISH

INTRODUCITON

A teacher of English always has a question in mind how to teach English successfully? When we talk of the way of teaching, we mean the method or method of teaching of a language. New methods emphasize teaching of practical ability in language skills and to pay more attention to spoken language.

A method means a complete set of ways that we use in teaching. Here are some methods commonly used in teaching:

Grammar – Transltion Method (GTM):

This method is the oldest method of teaching a foreign language. It is being used in our schools all over the country. Those who use it, believe that to learn a foreign language like English, the best way is to first memorize the rules of its grammar. The rest of the task becomes easier. Under this method, the main source of learning the target language is the reader or the textbook used in class. The teacher helps the students by translating the passage word by word. At the end of the lesson, the teacher asks a few questions to list their understanding of the lesson, story, poem or essay.

Finally the teacher may write a model grammatical construction on the black-board and ask the students to learn it by heart. He also explains how "yes-No" questions are formed? How does helping verb move to the beginning of the sentence?

At the end of the lesson the students learn:

(a) a large number of unrelated words, idioms and phrases;
(b) rules of English grammar;
(c) patterns of English structure.

The textbooks for schools, were written by scholars, who were not familiar with teaching methods, now being developed. The teachers who were taught by grammar-translation method and who have not had training in modern language teaching methodology continue to use this method.

The aims of this method are to:

(a) develop understanding of grammar;
(b) provide a wide literary vocabulary;
(c) extract meaning from textbooks by translating into a native language; and
(d) at advance stage appreciate the literary value of what is read.

These aims are achieved in the class-room by :

(a) long and detailed grammatical explanation;

(b) applying rules in constructing sentences:
(c) translating of passages from native to foreign language:
(d) translating text from foreign to native language orally and in writing.

The foreign language is not used in the class-room except to answer stereotyped questions. Not much attention is paid to pronunciation and attention.

Advantages of GTM

(i) It is based on human psychology:

(ii) A child learns the target language through his mother tongue, the language he knows. This is learning the unknown through the known.

(iii) It saves times of the teacher and the students learn foreign words and phrases in their own language directly.

(iv) This method is useful when teachers have to teach large classes.

(v) Most of our teachers are not trained and familiar with modern techniques. They have simply to be sure that they themselves know the vocabulary and understand rules of grammar.

(vi) This method is simple and cheaper. Teachers do not require expensive A.V. aids. Abstract and difficult terms can be explained in the mother tongue of the students.

(vii) Students get plenty of practice in "reading" and "writing".

(viii) Students can apply rules of grammar which they have learnt by heart.

(ix) They get enough experience of translation.

(x) Teacher reads the text and translates it word by word and makes the lesson interesting because the language used is useful to them to learn how to communicate with other people.

Disadvantges:

(i) A student taught by the GTM loses touch with the real life situation:

(ii) What he learns in the classroom is high form of literature which does not help him to express himself in speech.

(iii) He gets little opportunity to speak in English.

(iv) This method is of not much help to communicate with others.

(v) Students learn the language passively. They study textbook only to pass the examinations. They are unable to read or understand extra material on their own.

(vi) Since the target language is taught through the medium of mother tongue of the students.

(vii) All activity of speech depends on the mother tongue. hence. inferiority complex develops in the learners.

(viii) Teaching becomes dull and uninteresting.

(ix) The learners cannot use the language to communicate with others.

(x) Students cannot use the language in day-to-day life.

(xi) Communication skills are neglected and less training is given to express one's own ideas in speaking or even in writing.

DIRECT METHOD (DM)

This method is the method of teaching the target language (TL) directly. Students are taught from the beginning to answer in complete sentences and hear complete sentences. This method uses question answer technique. The course starts with learning foreign words and phrases for objects and actions in class-room. Then the common situations and activities of every day life are used for developing lessons. The study of grammar is kept at a functional level. In reading also, the students read about things they have already discussed orally. The correct pronunciation is considered important. The students are taught the sound system and in the beginning, the students only concentrate on producing the right sounds.

The DM is an effective way of learning is an effective way of learning a foreign language through activities. It also encourages the students to start speaking the language from the beginning.

The main aim of this method is to teach the students to learn, how to communicate in the target language. Students and teachers share the experience of learning as partners and both remain active. In order to make meanings of new words and phrases clear to students, the teacher uses pictures, real objects or relates it to the words they already know. Mother tongue is not used for the purpose.

Writing is taught at a stage when students are able to speak and understand the TL to some extent. Mother tongue is never used and is completely banned in and out of class. New phrases and words are introduced gradually in any possible way. Grammar rules are

not taught and drilled into the minds of students. They are supposed to learn and understand them during the process of using the TL for communication. Correct pronunciation of words is taught with care and understanding. Students are given enough practice in pronunciation the words correctly.

Teaching of communication, being the main aim, students are given plenty of opportunity to practice speaking in and out of class. Use of proper intonation is stressed. The success of the method depends upon how much the students could hear and practice the language outside the class-room.

Advantages or Good Points of the Direct Method:

1. It is a natural way of teaching a foreign language students have direct contact with the target language. They learn its use in real life situation.

2. Students are given plenty of practice in the basic four skills.

3. Use of correct pronunciation, stress and intonation in real life conversation gives confidence to the learner.

4. Since teacher and student are actively involved in the process of learning, the entire experience becomes interesting, active, alive and motivating.

5. The teacher has enough opportunities to use A.V. aids like, radio, tape-recorder, models, charts, etc. The use a.v. aids makes the teaching interesting and effective.

Weak Point of DM

All is not well with the Direct Method. It has certain weak points also:

1. This method is useful at early stages, but not effective in higher classes. Functional and abstract words are not easy to explain.

2. Absence of clear and defined grammar rules causes problems to learners.

3. This method requires skilful handling by an experienced teacher. A less qualified teacher may fail to do justice to the class.

4. It may prove useful in a small class. Overcrowded classes are not easy to handle with this method.

5. Most of our schools cannot afford to have A.V. aids hence turns out to be less effective.

6. To make this method effective in a country like Pakistan, we need properly prepared textbooks based on graded vocabulary and practical exercises.

7. Skilled teachers are required to teach with the help of this method.

THE AUDIO-LINGUAL METHOD (ALM)

As need developed for learning of a foreign language, experts felt that these two methods could not meet the requirements. GTM emphasized reading and writing but ignored speaking of TL. While under DM, speaking got priority but was not effective in teaching other skills. The word audio means listening and lingual means speaking. This emphasize was laid on listening and speaking:

1. Language is speech not merely writing:

2. Language is a set of linguistic habits:

3. The language is not learnt by talking about the language.

4. Language is what the native speaker says, not what someone thinks, he ought to say.

5. Languages are different in structure and habits.

In *Audio-Lingual Method*, the most useful and common and similar structures of the foreign language and the other tongue are presented first with continuous drilling and revision. Unlike Direct Method the native language is used to explain meaning where necessary.

At the first level, learning is based on dialogues containing common everyday expressions. The vocabulary learning is minimum. The dialogues are learnt by mimicry-memorization. The students repeat the dialogues after the teacher and practice among themselves. After a dialogue has been learnt adaptations of the dialogues are practiced.

After several sections of the work have been learnt orally, the student is introduced to the printed material. After the student has gained confidence, he may be encouraged to write original sentences.

At the elementary level all oral and written practice is kept within the limits of what has been learnt thoroughly. The emphasis is on structures and situational dialogues. At advance level, attention is paid more and more on reading material. Passages of literary quality, carefully related according to difficult level are introduced.

Learning of a foreign language is just a matter of habit formation through repeated drills. By repetition the learner goes to know this use of the TL.

Audio Lingual Method work by:

1. Presenting the dialogue;
2. Repetition of dialogue;
3. Presenting new words:
4. Silent reading:
5. Presenting new structure:
6. Drilling the new structure:
7. Written exercise and homework.

Good points of ALM:

1. In this method target language is used most of the time. Students get plenty of chance to speak in class.

2. The teacher used mother tongue where necessary. This saves time.

3. There is also a balance between learning concepts of grammar directly and learning the working of grammar in system of the foreign language through practice in written and oral exercises.

4. Teaching is carried out through graded exercises. Teacher starts with simple and useful exercises and gradually move on to the difficult ones.

5. This method offers a lot of practice in all the four skills.

6. The dialogues are based on every day life situations. Students get involved in the process and learn how to react to a real life situation verbally.

Weak Points of the ALM:

1. Constant drilling of a pattern becomes boring for the class. Students lose interest because of repetition.

2. A teacher has to be very experienced and skilful in handling his class.

3. Language drills of unrelated structures dialogues do not give the learners the ability to communicate effectively. He may memorize them but may fail to use them when required.

4. This method emphasizes "form" rather than "use" of a structure through drilling. A learner may know, how to transform a statement into questions but may never be able to use the "form" when needed.

LESSON PLANNING

A teacher always plays an important role while teaching in classroom. His first job is to create conditions for learning so that learning takes place and secondly to plan his her lesson for effective learning.

A good teacher needs to remember the four Ps (PPPP):

1.	Preparation:	before go to class.
2.	Presentation:	when introduces something new to the learner.
3.	Practice:	when allow the students to work under his/her direction.
4.	Production:	When he/she gives them opportunities to work on their own.

1. PREPARATION:

Preparation or planning takes place before a teacher goes to class. A teacher have to decide carefully, how to present his/her topic and what is to be done before going to class:

(1) Identify how much to teach in one lesson?
(2) What are the possible questions that can be asked?
(3) What teaching aid a teacher needs?
(4) How will a teacher display the visual aids?
(5) How is a teacher going to use the black-board?
(6) What kind of activities does a teacher plan to do with the whole class, small groups, pairs or individually?
(7) Does it involve room or outdoor activity?

All the preparation and planning activities should be listed down of the class plan table.

2. THE PRESENTATION STAGE:

After preparation, the teacher's next job is, how to present his/her lesson with the help of those materials/activities that he/she has prepared for he/she presents the lesson in such a way that the meaning of the new language is as clear and memorable as possible. The students listen and try to understand. At this stage they will probably say very little. except when a teacher invites them to join In. At this stage. keeping the time limit. the teacher should give the students enough time to practice the language themselves.

THE PRACTICE STAGE:

At this stage. it is the students turn to do most of the talking/working. The teacher role of this stage is to skillfully conduct the practice exercise and monitor the performance of the students to see that it is satisfactory.

4. THE PRODUCTION STAGE:

No learning should be assumed to have taken place until the students are able to use the language for themselves. Mistakes are not unimportant but free expression is more important. Providing free-expression opportunities will not only encourage the students, but will also make them aware that they have learnt something useful. If the students are making progress with the help of activities for free expression, homework activities can be given as activities outside the classroom. It does not necessarily have to be written. It can be oral practice, listening practice, writing and reading.

There are two other stages also used for planning a lesson and these are:

5. EVALUATION:

To evaluate means to find out or to decide about. At this stage, a teacher will have to plan evaluation questions before hand on cards for many pairs or groups as it can.

For the purpose of classroom evaluation, the following techniques may be found useful by the teacher:

1. Asking questions on the subject matter taught in the classroom.

2. Answer should be elicited from pupils in complete sentences and not in isolated words. Correct answers should be repeated by several pupils.

3. Asking pupils to use, words, phrases and structures.

4. Giving dictation to the pupils to test their speed in writing and correctness of spelling.

5. Asking pupils questions on the pictures given at the head of each lesson, in order to develop their power of observation and expression.

6. Asking pupils to pick up the objects mentioned in the lesson, out of a collection of various objects.

7. Asking pupils to develop a readable story from given outlines or a set of pictures.

8. Asking pupils to fill in the blanks with suitable words, phrases and articles.

All kinds of the above activities help the students in improving their basic skills.

6. **FOLLOW UP STAGE (ASSIGNMENT):**
In the following stage, the teacher assigns such tasks to his/her students that they continue to use what they have learnt both from the particular lesson and previous lessons. Very often, the shortage of time affect this stage in class-room. Teacher is allowed to over-come this difficulty by giving the student assignments as their home task.

THE AIMS OF A LESSON PLAN:

The most important part of the teacher's work is his control in classroom situation. The preparation of a lesson plan is one of the most important parts of teacher's work. A lesson plan guides his activities in the class-room and also gives him a sense of direction. With the help of his planning he/she achieves the aims of the course. The essential parts of the lesson plan are:

The General Aims:

The general aims are broader that it cannot be covered in one period. So teacher can well plan them before presenting the lesson. He should divide his/her period time in such way that he can acquire and succeed in his teaching.

Some of the general aims are:

(i) to improve the basic four skills;
(ii) to improve the pronunciation and intonation;
(iii) the correct use of tenses;
(iv) correct use of grammar i.e., noun, pronouns, verbs, etc.,

Particular aims.

Particular aims are related to the subject or to the lesson taught the day:

1. Asking questions on the subject matter, taught in the classroom.

2. Answers should be elicited from pupils in complete sentences and not in isolated words. Correct answers should be repeated by several pupils.

3. Pupils may be asked to reproduce or capitulate in their own words the narration or the salient features of the topic done in the class.

4. Asking pupils to use words, phrases and structures.

5. Giving dictation to the pupils to test their speed in writing and correctness of spelling.

6. Asking pupils questions on the picture given at the head of the lesson in order to develop their power of speaking and observation

7. Asking pupils to pick up the objects mentioned in the lesson. out of a collection of various objects.

8. Asking pupils to develop a readable story from a given outlines or a set of pictures.

9. Asking pupils to name words rhyming with the words learnt in the lesson.

10. Asking pupils to fill in the blanks with suitable words. phrases. articles. nouns and so on learn by them ad related to the text.

FOLLOW UP STAGE ASSIGNMENT:

The teacher assigns tasks so that students will continue to use what they have learnt both from the particular lesson and the previous lesson. If time available. do it in class-room otherwise it should be given as their home task.

CLASS VI LESSON ALPHABET

After teaching 26 Alphabet Capital as well as small, practice should be given to the children with the help of the following exercises.

The teaching process can be done individually as well as in groups:

1. What is the first letter of the Alphabet? (Individually)
2. What is the second letter of the Alphabet? (-do-)
3. What is the last letter of the Alphabet? (-do-)
4. Write first five alphabet. (Ask anyone student to write it on the black-board)
5. Write last two alphabet. (-do-)
6. Write the missing alphabet:

   A, ------, C, ------, E, ------, G, ------, I, ------ (-do-)

7. Write down the alphabets between K and O (K ----------------------------O)

8. Which alphabet comes after T?

9. Which alphabet comes before Z?

10. Write the first five alphabet in small letter. (in groups – Group A)

11. Write the last five alphabet in small letter. (in groups – Group B)

12. Re-write the following alphabet in order.

    F, H, J, I, A, C, K, E, D, B, G, L, M (Group – A)

13. Re-write the following alphabet in order:

    O, Z, Q, W, N, P, S, R, U, T, V, X, Y (Group – B)

14. Re-write all the alphabet from A - Z in their order in capital letters:

15. Re-write all the alphabet from A - Z in small letters (in groups or individually)

LESSON PLAN FORMATE FOR CLASS 6TH

Name: ....

Class: 6th

Subject: English

Topic: The Use of This and That

Period: One period (40 minutes)

TOPIS	CONTENTS	B.B. WORK
Aims (Gen:)	(i) To improve the basic four skills, i.e. listening, speaking, reading and writing.	
	(ii) To listen attentively, and to recognize basic sounds.	
	(iii) To help children to understand simple spoken English.	
	(iv) To give answers to simple questions.	
	(v) To speak clearly with correct pronunciation.	
	(vi) To be able to read and understand basic vocabulary of the words given in the lesson.	
Particular/ Specific Aims	(i) Can use and differentiate between "this" and "that".	
	(ii) To know the meanings of this and that with the help of pictures.	
	(iii) To improve and learn vocabulary with the help of pictures.	

TOPIS	CONTENTS	B.B. WORK
A.V. Aids	Book, black-board, chalk, concrete, objects easily available in class-room i.e., chair, table, book, pen, pencil, door, window, black-board, a piece of chalk, etc. etc., pointer, chart containing pictures of objects.	
Method of Teaching Previous knowledge.	(i) Question-Answer Method. (ii) Look & Say Method. In order to link the lesson to new one, the teacher will ask the question from previous lesson with the help of pointer and chart containing pictures. Teacher will ask from a student: Rashid: Please come and name the pictures in first line. Rashid names the picture as: Hameed: will you please name the pictures in second line: Hameed names the pictures as:	Appendix I attached Hand, jug, dog. Tree, lion, rose, boy, kite, apple, flag, man, star.

Announce-ment of new lesson:	Then the teacher will say, "Today I am going to tell you the use of "This" and "That".	

TOPIS	CONTENTS	B.B. WORK
	"This" is used for the objects near to and "That" is used for the object laying far or at some distance.	Appended Chart-1 Appended Chart-2
Activity-I	Teacher tells the students that : There is a pen in my hand and says "This is a pen" and asks the students to repeat it. Students repeat in one voice: This is a pen and so as: This is a chair. This is a table. This is a book. This is a pencil.	

EXERCISE

NAME THE PICTURES

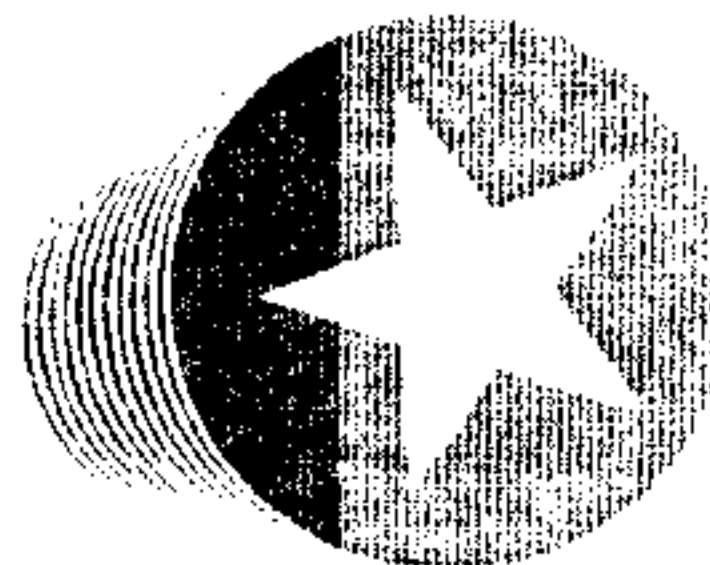
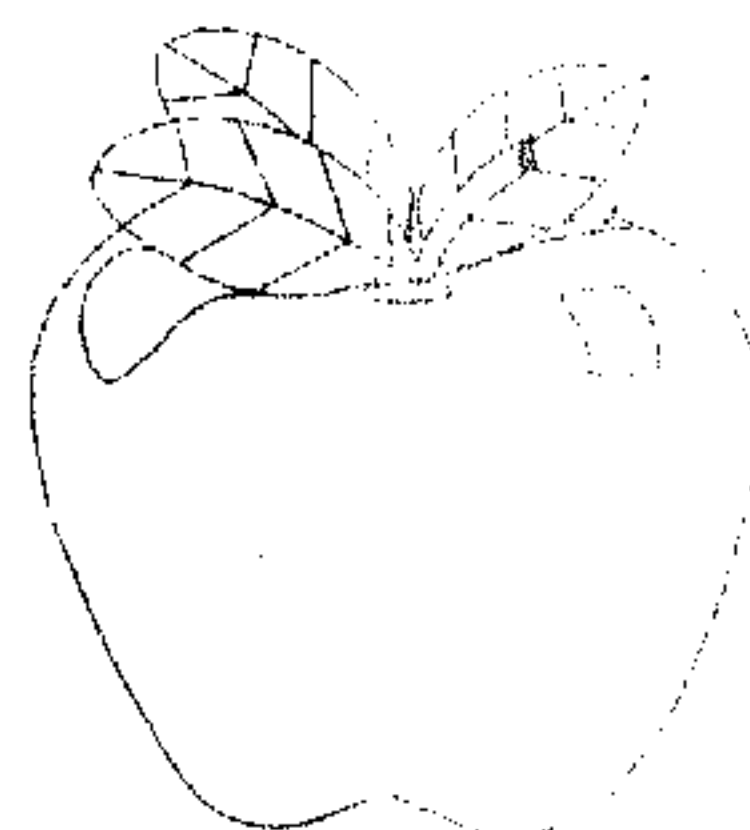
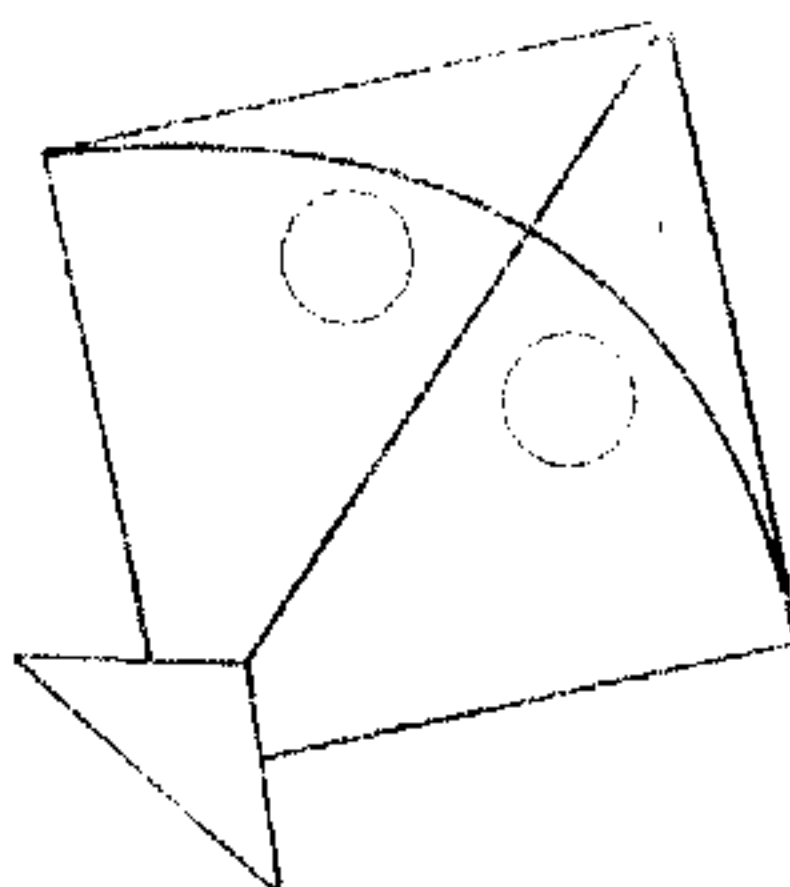
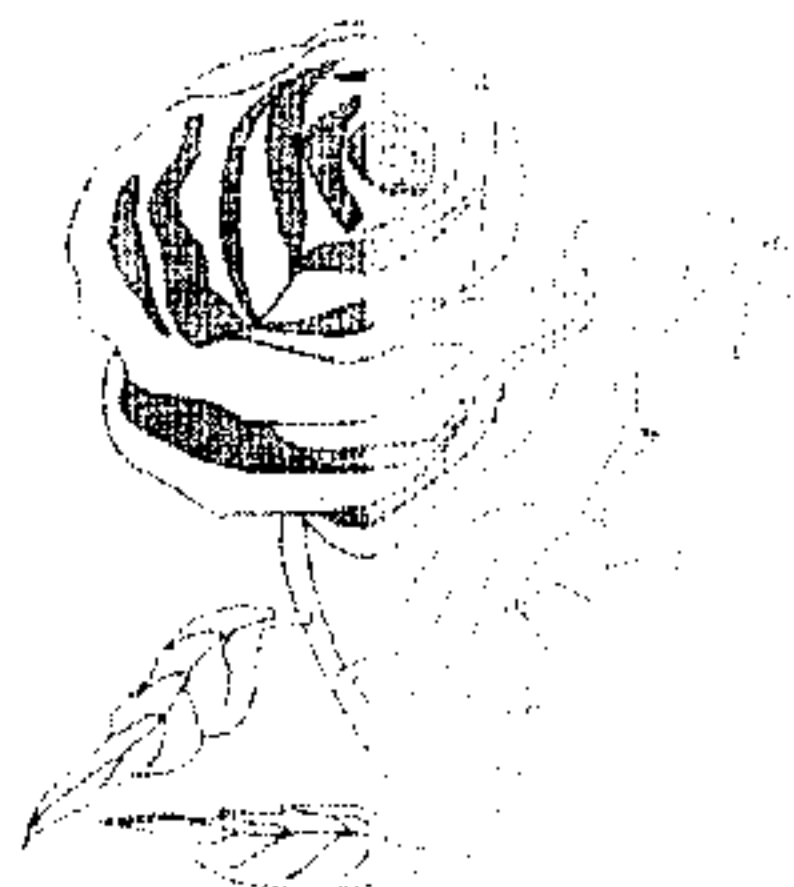
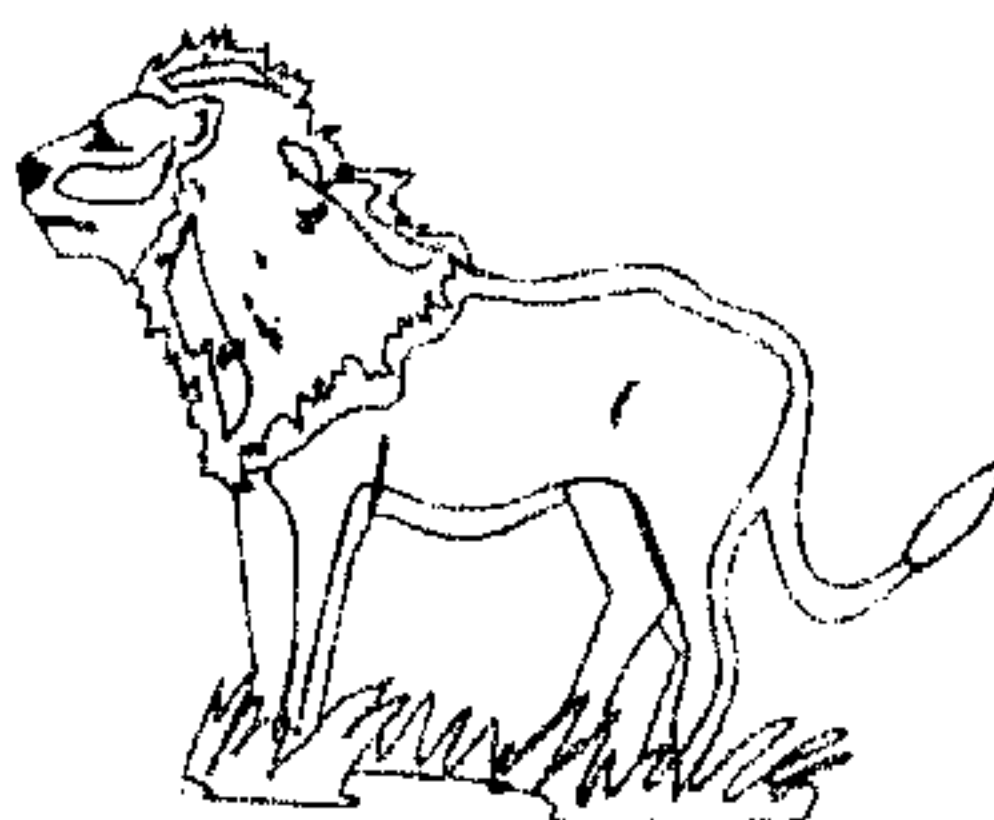
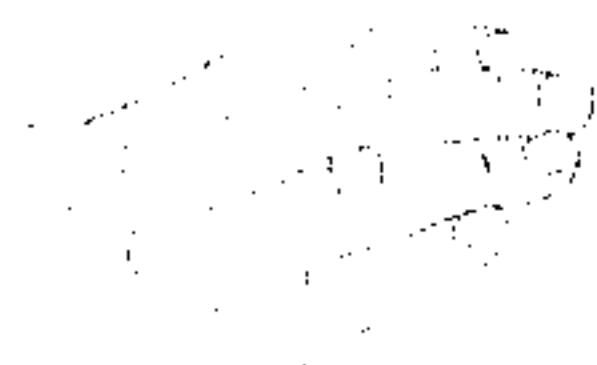
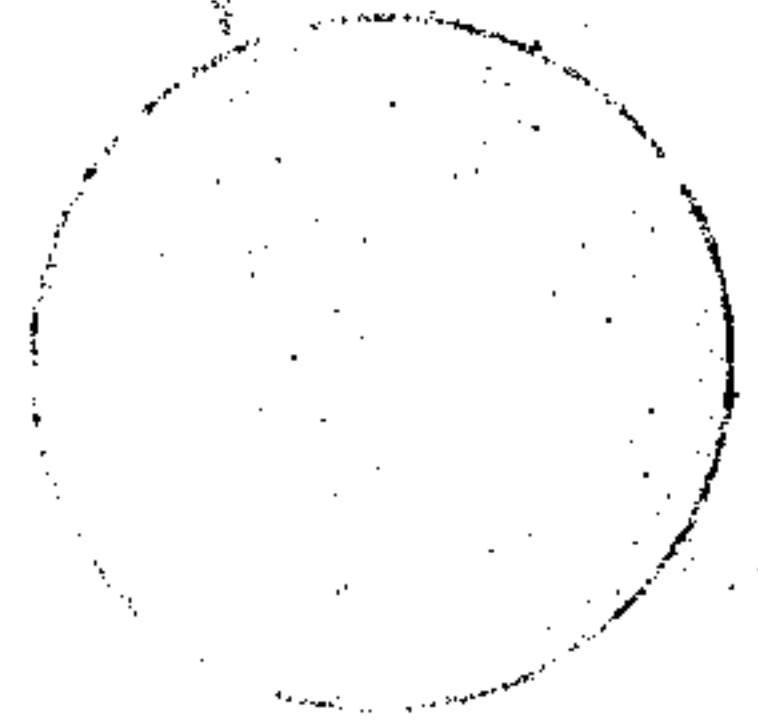
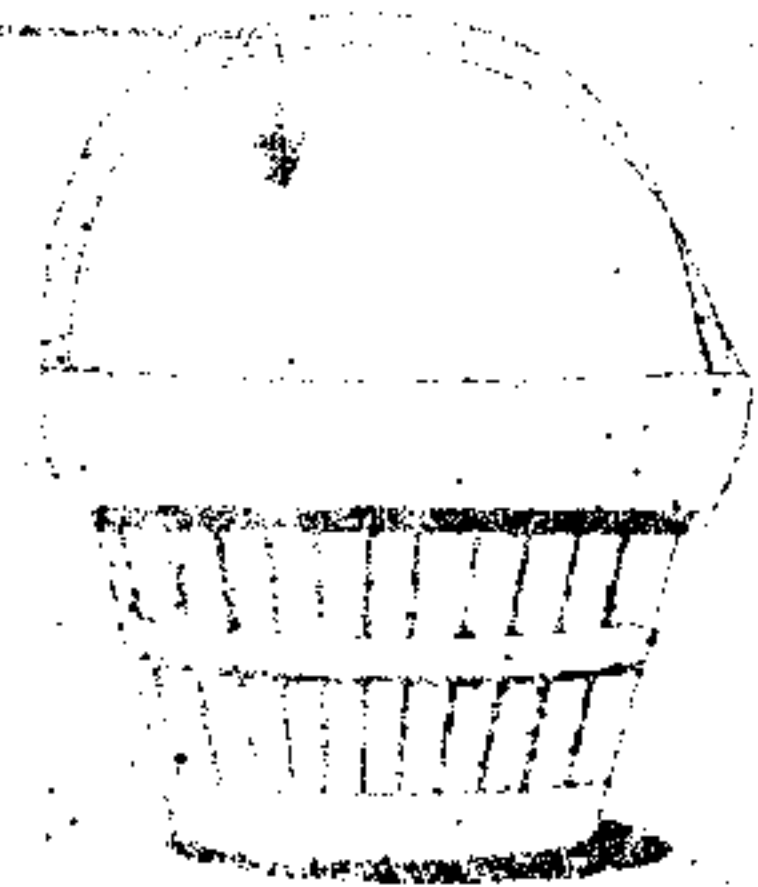



CHART I

This is a ball.

This is a basket.

This is a hen.

This is a pencil.

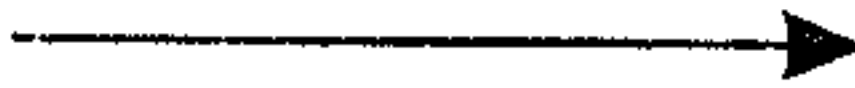
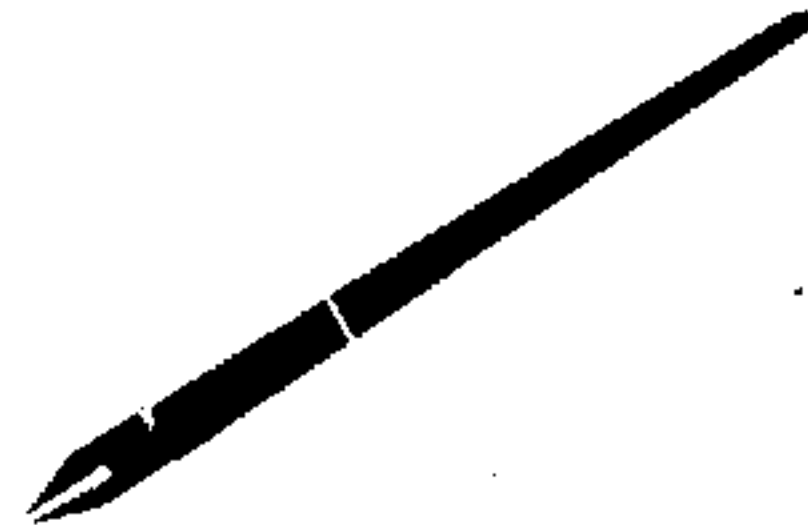
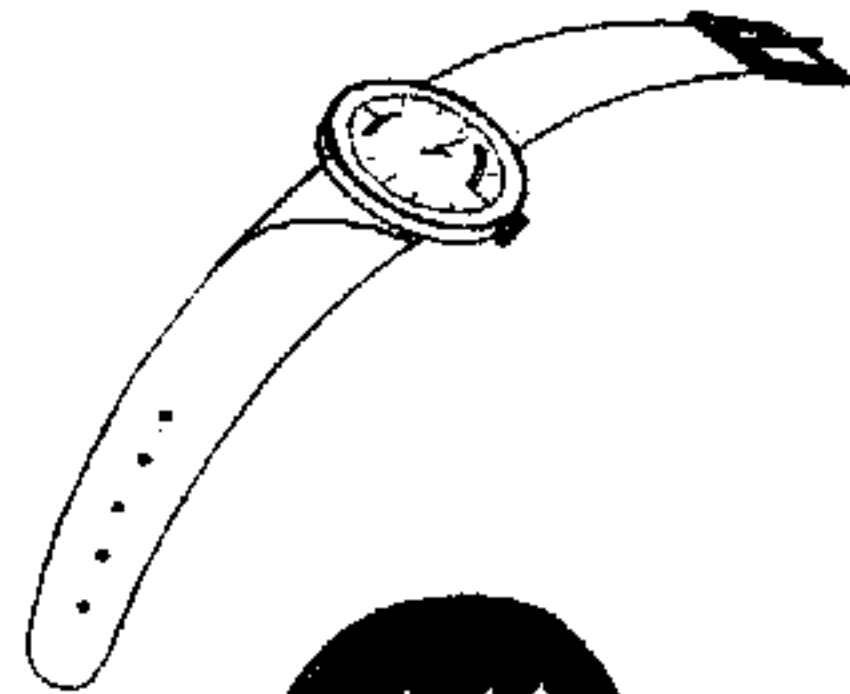
For "This"

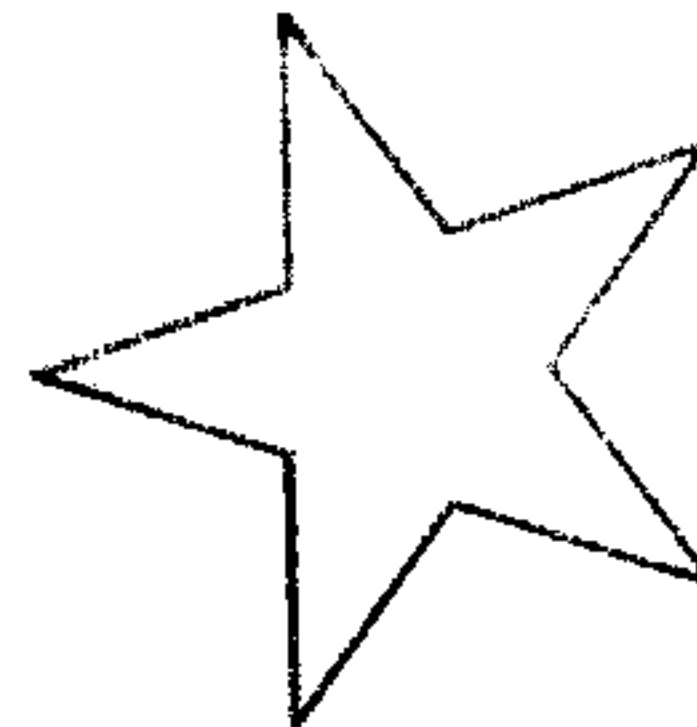
For "That"

	In this activity, the teacher gives them practice in writing. He writes few sentences on black-board, and asks any three students to come one by one and fill in the blanks, practicing, the use of this .	This is a chair. This is a girl. This is a book.
Activity-III	Practicing the use of names of objects to improve the writing and spelling skill. The teacher then asks the students to open their books at page No. 7. As, with the help of activities, the students have learnt the vocabulary and have recognized the words and their sounds. However, the teacher reads the lesson with correct pronunciation and intonation then he asks three/four students to read it. He corrects the mistakes wherever occurs by writing them on black-board.	This is a book. This is a chair. Ch---ir Ta---ble Ap---le
Activity-IV	The use of "that" The teacher now tells the students that here are some objects lying at some distance. We us for them "that": That is a chair (Class repeat the sentence) That is a window(") That is a door (") That is a picture (") That is a clock (")	
Activity-V	In this activity, the teacher gives them practice in writing the vocabulary (they have learnt) on black-board by filling the blanks and give them practice, involving the students.	
Evaluation	After teaching he uses of "this" and "that", the teacher will now evaluate, how does he get success in his teaching.	
Activity	(i) He shows a chart containing pictures "near" to, and asks two or three students to mark them by using "this".	Appended chart (I)

	(ii) He shows a chart containing pictures	Appended chart (II)
	(iii) The teacher shows another chart of some picture and asks the student to put a line under the right word.	
Assignment	At the end of the lesson the teacher will assigned them exercise of the lesson as this home task.	
	Jamil! Come and fill in the blank. Saeed! Come and fill in the blank. Rashid! Come and fill in the blank	1. That is a wall. 2. That is a book. 3. That is a window.
Activity	Choose the correct spelling and write it on the black-board (Chare, Chair, rose, roze, Aple, Apple)	Chair Rose Apple
	Then the teacher tells the students to open their books at page No. 7. With the help of activities, the students are now able to recognize the vocabulary and can read the lesson with correct pronunciation. However, the teacher himself/herself will read the lesson first with correct alphabetical sounds and intonation. Then he asks three four students to read it. He corrects the mistakes, wherever occur. Then the teacher will read the lesson using "that" in similar way	Cha---ir. Tab---el Table Ap ple Apl

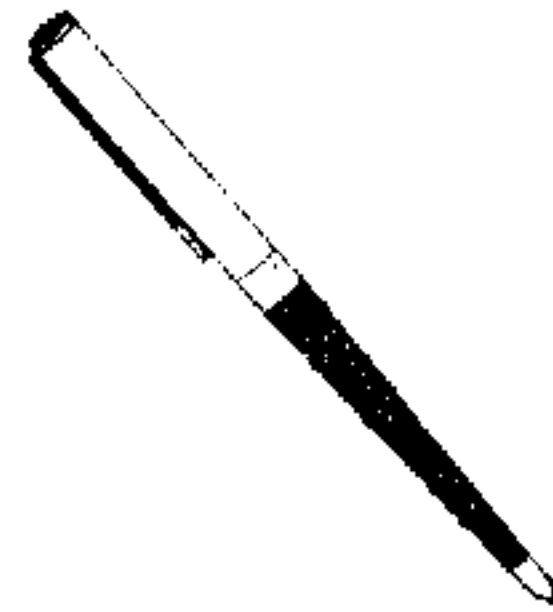
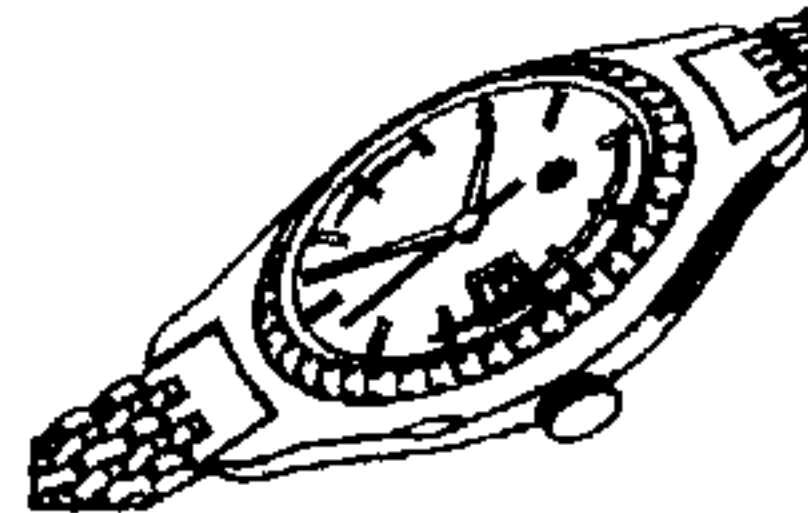
CHART II

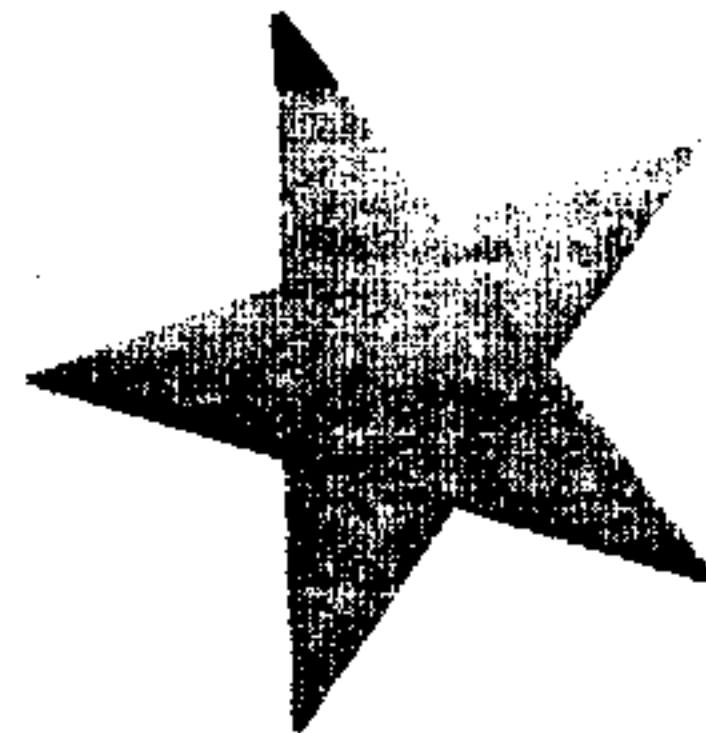
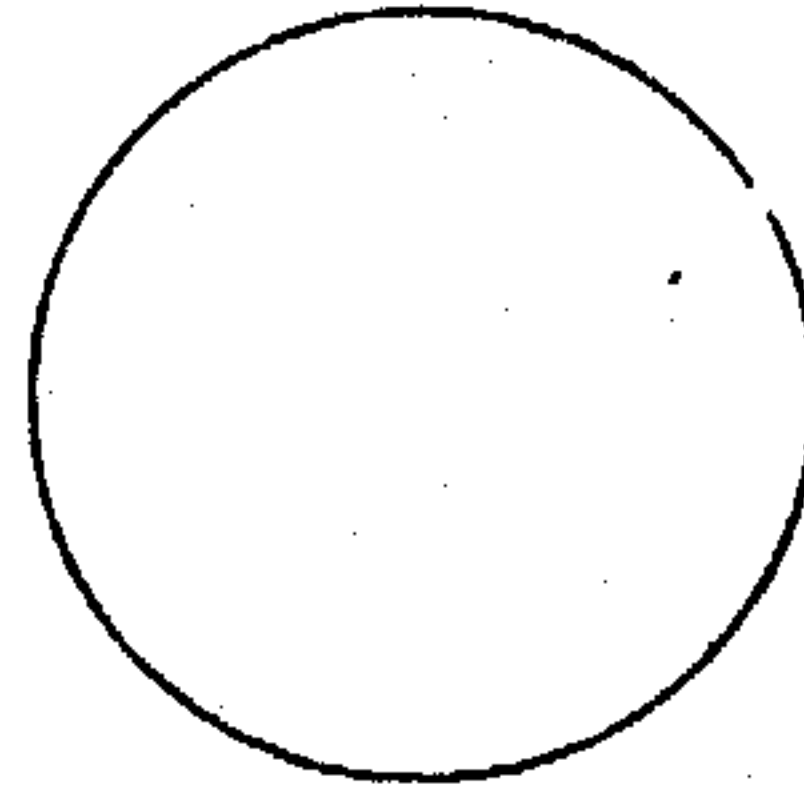
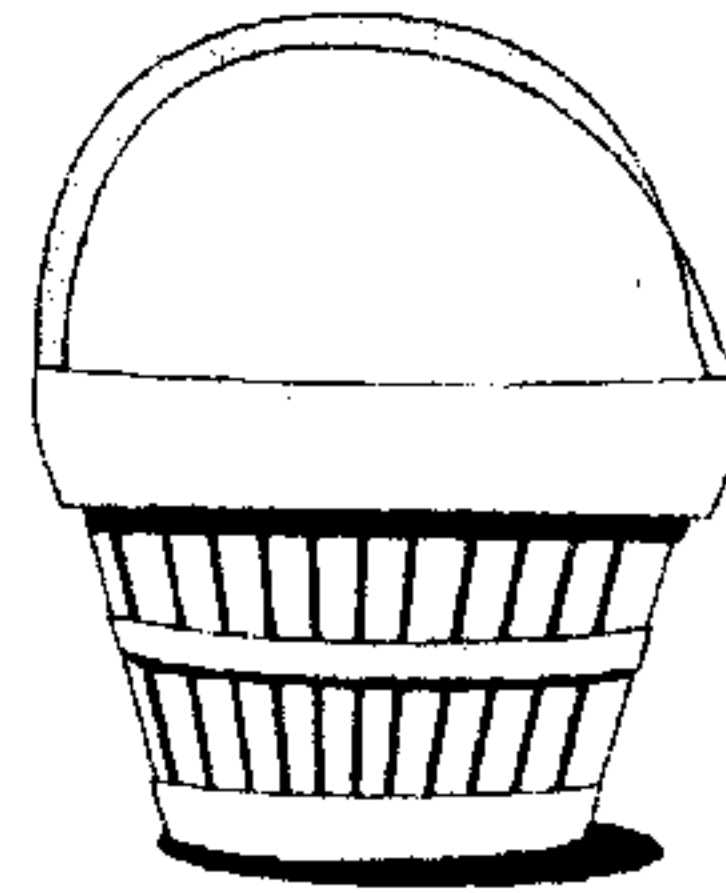
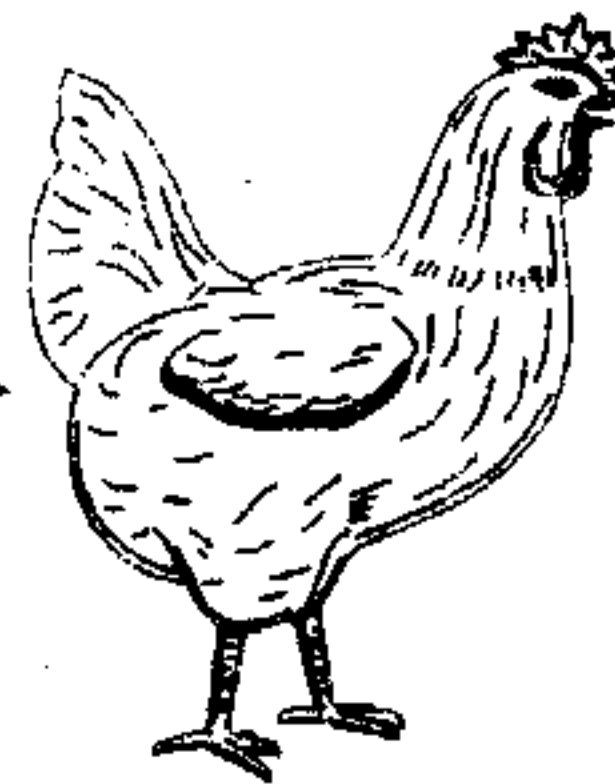
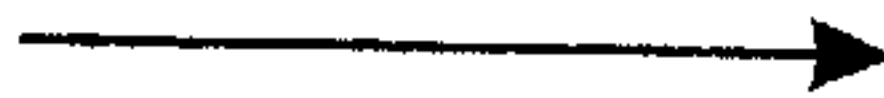
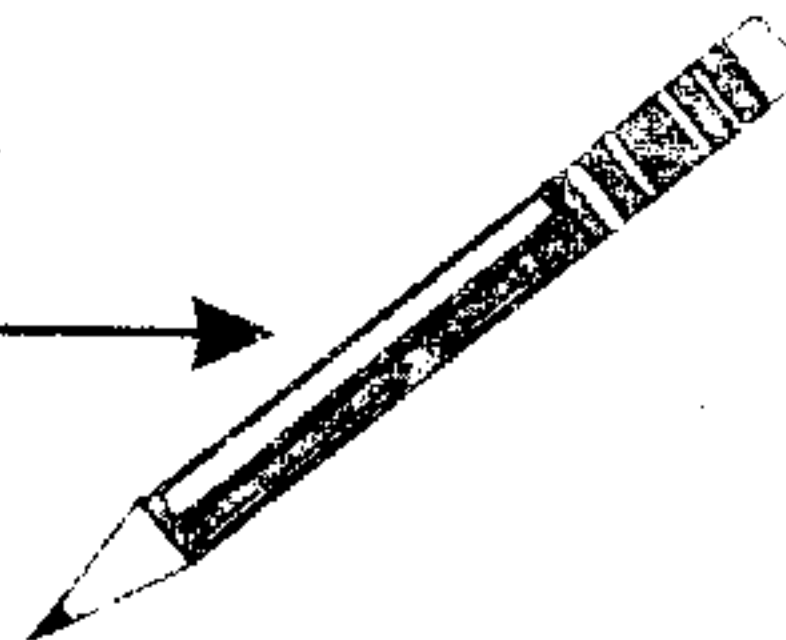
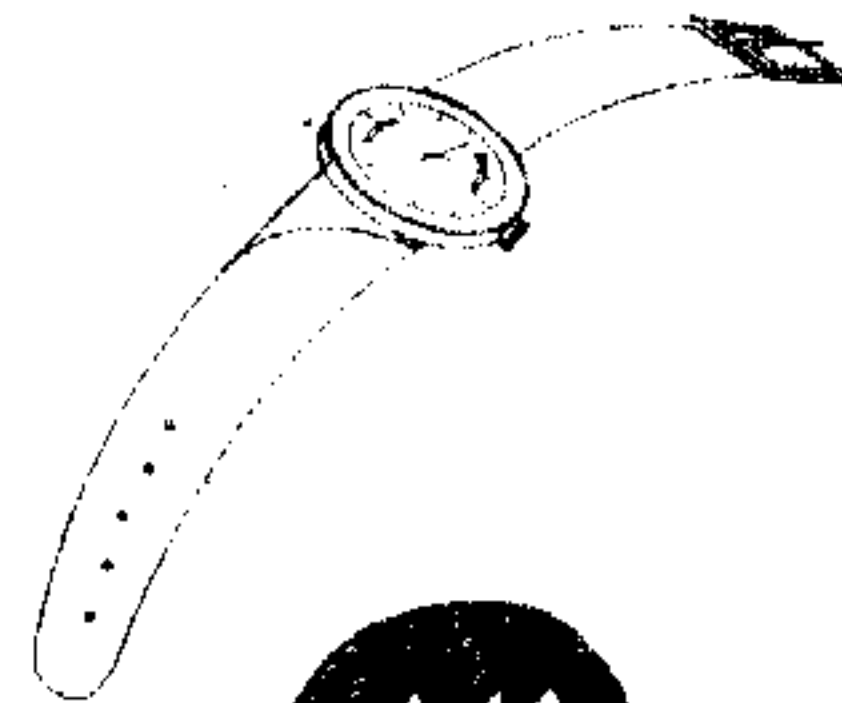
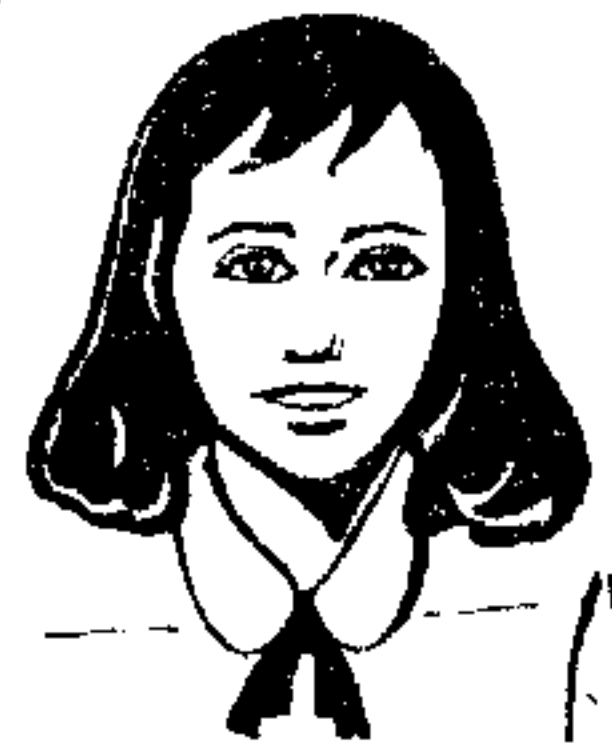
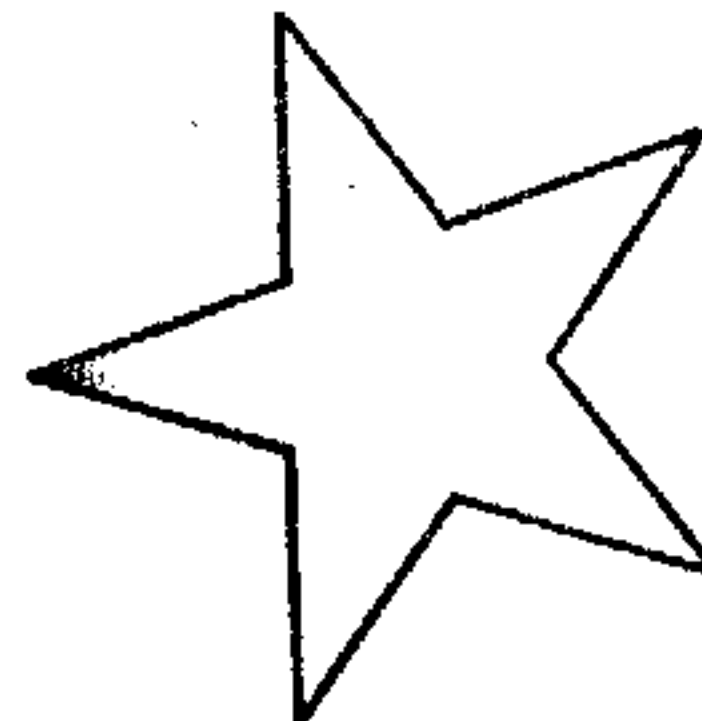
That is a man. ⟶

That is a pen. ⟶

That is a watch. ⟶

That is a girl. ⟶

That is a star. ⟶

EXERCISE

Put a line under the right word.

This is a boy.
This is a girl.

This is a pencil.
This is a pen.

This is a ring.
This is a watch.

This is a woman.
This is a man.

This is a flag.
This is a star.

______ is a ball.
______ is a basket.
______ is a hen.
______ is a pencil:

______ is a man.
______ is a pen.
______ is a watch.
______ is a girl.
______ is a star.

LESSON PLAN FORMATE FOR CLASS 7TH

Name:

Class: 7th

Subject: English

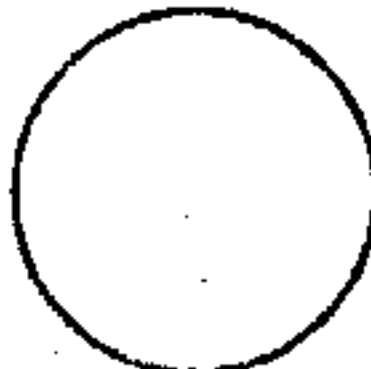
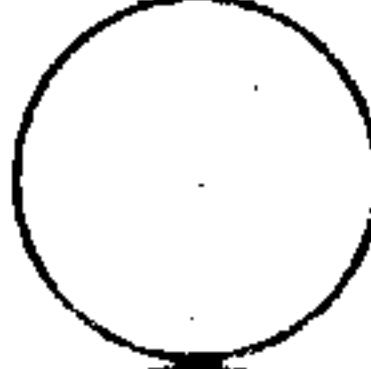
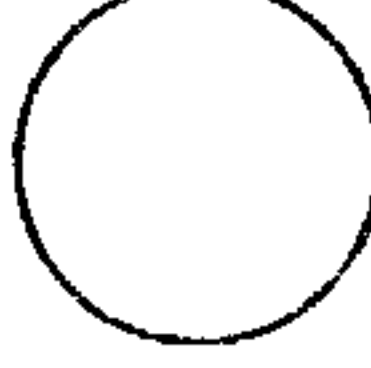
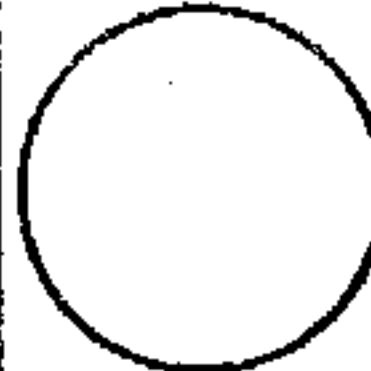
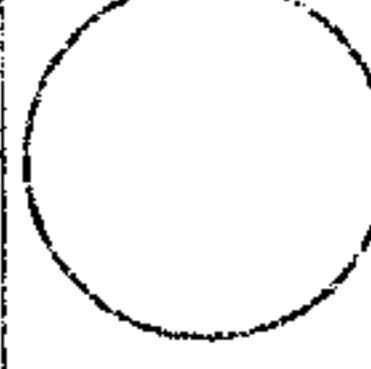
Topic: Change of Voice
(Active into Passive) (Pr: Ind: Tense)

Period: One (40 minutes)

TOPICS	CONTENTS	B.B. W
Aims (General)	The students will be able:- (i) to recognize the new words/ vocabulary. (ii) to improve their writing skill. (iii) to understand the verb used in present indefinite tense. (iv) to know about three forms of the verb. (v) to know about helping verb. (vi) to know about subject and object. (vii) to know about replacing of subject and object. (viii) to add helping verb in passive voice. (ix) to add "by" in passive voice.	
A.V. Aids	Black-Board, chalk, duster, chart containing diagrams about filling the blanks and substitution tables.	
Method of Teaching	Question Answer method and Direct Method.	

Pre-Knowledge Question	Here, the teacher will ask few questions to test the students pre-knowledge in order to link the lesson to new one:	
	(1) How many forms a verb has?	Three forms.
	(2) Jamil! you tell me what is the second form of the verb "do"? (Good)	Did
		Done
	(3) What is the third form?	In present indefinite tense.
	(4) In which kind of sentence is 1st form of the verb used. (Good)	
Presentation	Today I am going to teach you about changing of voice. There are two kinds of voice. Active voice and Passive voice.	Active Voice Passive Voice.
Activity	Here is a sentence in Active Voice:	<u>I</u> <u>write</u> <u>letter</u> 1 2 3
	This sentence has three parts. "I" is called subject "write" is called verb and "a letter" is called object. While changing the active voice into passive voice these steps should be remembered. 1. Subject will be changed into object. 2. Object will be changed into subject. 3. Verb will be changed into third form.	subject verb object

TOPICS	CONTENTS	B. B. Work
4. 5.	Helping verb is added before verb. "By" is used before object. Before changing the voice it should be kept in mind that subject will be changed into object as :	I *Into* me We *Into* us You *Into* you He *Into* him She *Into* her They *Into* them
Activity with the help of stars/arrows	When the sentence is: I write a letter, it will be changed as: A letter is written by me. Now, look at the black-board.	VERB write Subject I Object a letter A letter Subject is written VERB by me Object
Activity with the help of substitution table	**Here the teacher will divide the class into three groups and ask them to change the sentences into passive voice.** Group "I" will use write as verb and a letter as object Group "II" will use read as verb and a book as object Group "III" will use play as verb and a game as object	I / We / You / He / She / They — *write* / *read* / *play* — a letter / a book / a game

TOPICS	CONTENTS	B. B. Work
Activity	Changing of voice when object is in plural number.	
Activity	(i) I write letters. (ii) She eats managoes. (iii) You buy books. (iv) We boil eggs. (v) They catch birds.	
	Teacher will ask anyone student.	
	Rashida please tell me the subject in these sentences.	I / she / you / we / they
	Jamila! You tell me the verb in these sentences.	write, eats, buy, boil, catch
	Rehana! You tell me the second and third form of verb "eat".	ate, eaten
	The teacher incourages the students by appreciating them to say "Good", "x cellent".	
	Changing the voice of the above sentences.	
	Nida! Please change sentence No.5 in passive voice. (x cellent) Why do you use "are" as helping verb. (Good)	Birds are caught by them. Object "bird" is in plural number so "are" is used as helping verb.
	Teacher also tells the students that I/we/you/he/she/they are called subject pronouns and me/us/you/him/her are called object pronouns. When subject indicates noun then object as well as subject will be changed as noun e.g. Rashida writes a letter. A letter is written by Rashida.	Writes Rashida a letter A letter is written By Rashida

TOPICS	CONTENTS	B. B. Work
Evaluation	At this stage, teacher evaluates how did students teach the lesson. Fill in the blanks with the help of given words.	
1.	Mango...........eaten by him	is, are
2.	Books are...........by them.	study, studied
3.	The third form of the verb teach is.............	teaching, taught.
	At this stage, the teacher can evaluate the work either individualy or in groups. Black-board and chart can also be used.	"B" PASSIVE VOICE / "A" ACTIVE VOICE
A	The teacher teaches a lesson.	
P	______________________	
A	Salma cooks meal.	
P	______________________	
A	They buy books.	
P	______________________	
A	My sister reads stories.	
P	______________________	
A	My brother writes letters.	
P	______________________	
A	Javaid buy mangos.	
P	______________________	

Fill in the circles Column "B" with the help of Circles in Column "A"

"B" PASSIVE VOICE	"A" ACTIVE VOICE	
	The teacher, Salma, They	Subject
	Teacher, cooks, buy	Verb
	a lesson, meal, books	Object
	My sister, My brother, Javaid	Subject
	reads, writes, buys	Verb
	stories, lettres, mangoes	Object

LESSON PLAN FORMATE FOR VIII CLASS

Name:

Class: 8th

Subject: English

Topic MUHAMMAD (PBUH) THE PROPHET OF MERCY.

Period: One (40 Minutes)

Date:

TOPIC	CONTENTS	BLACK BOARD WORK
Aims (General)	(i) To be able to develop basic four skills:	
	(ii) To be able to listen the directions and instructions.	
	(iii) To be able to listen to the recorded lesson.	
	(iv) To be able to read fluently.	
	(v) To develop ability of reading for information.	
	(vi) To be ale to write short paragraph.	
Specific Aims -	(vii) To be able to know the Prophet of God.	
	(viii) To be able to know the early life of the Holy Prophet (PBUH).	
	(ix) To be able to know the Mercy of the Holy Prophet (PBUH).	
	(x) To be able to know the words having opposite meanings.	
	(xi) To be able to give answer to the question.	

TOPICS	CONTENTS	B.B.WORK
A.V.Aids	A picture of Masjid-e-Nabvi. Textbook, black-board, chalk, charts containing having blank spaces to fill with the help of given words.	
Method of Teaching	Direct Method based on Question Answers.	
Pre-knowledge questions	In order to link the lesson to new-one, the teacher will ask some questions to the students as their previous knowledge.	
	Who was our first Prophet? Who was our last Prophet? Today we are going to read the lesson about last Prophet. Muhammad (PBUH) The Prophet of Mercy. Please open your books at Page 5. This is our lesson No. 1 to read.	Hazrat Adam Alae-I-Salam Hazrat Muhammad (PBUH)
Presentation	The teacher read the passage with correct pronunciation and intonation and will ask the student to listen him intentively so that on their turn they can read the same with correct pronunciation.	
	After model reading of the teacher, he will ask two or three student to read the passage one by one. He corrects their mistakes of pronunciation while reading and clear them by writing on black-board.	Prophet: A spokesman of daily. Prophet: Benefit, gain born, come by birth.
Activity I	Teacher clears the meaning of the words by making sentences.	Consume by fire Words — Sentences Prophet — Hazrat Muhammad was the last Prophet of Allah. Profit — He earned profit in his business. Born — Quaid-e-Azam was born on 25th December, 1876. Burn — He [illegible] ing fire.

Activity II	By questioning: Answer should be in complete sentence: 1. When was Hazrat Muhammad (PBUH) was born? 2. What was the name of his father? 3. Where did he live? 4. What was the name of his mother? 5. What was the name of his foster-mother?	Hazrat Muhammad (PBUH) was born on 20th April 571 (AD). The name of his father was Abdullah. He lived in Makkah. The name of his mother was Amina. The name of his foster-mother was Haleema.
Activity III	Fill in the blank with the help of given words. 1. His father died a few months...................... (before the birth of his child after the birth of his child). 2. His grandfather Abdul Muttalib named him......................... (Ahmad. Muhammad). 3. His foster-mother name was......... (Amina. Haleema).. 4. His mother died when he was........ years old (Six. Seven). 5. He never told a lie and was called .... (Sadiq. Amin).	The activity should be done at B.Board by involving the student so that their writing skill can improve.
Activity IV	Write 1st and third form of the verb given:- Loved. replied. took. told	I. — III Loved .... loved Help............ Helped Take............ Taken Tell........... Told
Activity V	Choose the correct spelling: i. Enemis. Enimes. enemies. ii. Mercy. murcy. mircy. iii. Conkerred. conquered. konkerred. iv. City. Sity. Cety. v. Suit. Soot. Sut.	Enemies Mercy Conquered City Suit
Activity VI	The teacher can use tape-recorder for teaching "reading" by recording his own voice or some other. He can record the students voice also.	

Activitiy VII	Choose the correct response. 1. Where did Hazrat Abdullah live: (In Taif, in Madina, in Makkah). 2. How many prisoners of war were set free in the battle of Hawazine? (Four thousand, Five Thousand, Six thousand). 3. When did the Holy Prophet (PBUH) begin to preach Islam? (At the age of 40 years, at the age of 60 years, at the age of 23 years).	Hazrat Abdullah lived in Makkah. In the battle of Hawazine six thousand prisoners of war were set free. The Holy Prophet (PBUH) began to preach Islam at the age of 40 years.
Activity	There are some adjectives in list 'A'. In list 'B" there are words having opposite meaning of the words given in list 'A'. Choose the correct opposite and write it in the spaces left blank. List 'A' — List 'B' Young — Friend Enemy — Old Honesty — Bad Good — Weak Strong — Dishonesty	Opposite Old Friend Dishonesty Bad Weak
Evaluation (Group Activities)	The teacher will divide the class into three groups and give them some work in order to know how did he succeed in his teaching.	
Group 'A'	He delivers the card having questions:- 1. Why ws our Holy Prophet (PBUH) called "Sadiq"? 2. Why did people call him "Amin"?	
Group 'B'	Write ten sentences about the early life of the Holy Prophet (PBUH).	
Group 'C'	1. Why was the Holy Prophet (PBUH) called "Rehmat-ul-Lil-Alamin"? 2. How did Hazrat Muhammad (PBUH) win the hearts of enemies and friends?	
Assignments H/Task	Write a paragraph about the early life of the Holy Prophet (PBUH).	

CURRICULUM

The structure of the system

Traditional Subject-Centered Schools

- ★ Teacher controls all aspect of learning
- ★ Facts dominate the Curriculum
- ★ Rigidity
- ★ All students do the same thing at the same time
- ★ Isolation from Society
- ★ Sterile environment
- ★ Emphasis on permanence & tradition
- ★ Product
- ★ Control and constraint
- ★ External discipline
- ★ Authority
- ★ Subject-centered
- ★ Emphasis on teaching
- ★ Competition
- ★ Only the best succeed
- ★ Group works at same rate
- ★ Learn only from teacher
- ★ All education in the school
- ★ Adults are respectable
- ★ Children perceived as un-trustworthy
- ★ Intolerance of ambiguity
- ★ Controlling

Contemporary student-Centered Humanistic School

- ★ Learning environment is cooperatively developed by parents, students & teachers
- ★ Discovery, inquiry & meaning are more important than discrete facts
- ★ Flexibility
- ★ Individualized education & varying the programme to meet the needs of each child
- ★ Integration with the society
- ★ Creative environment
- ★ Emphasis upon change & the future
- ★ Process
- ★ Freedom
- ★ Internal discipline
- ★ Self-actualization
- ★ Person-centered
- ★ Emphasis on learning
- ★ Cooperation
- ★ Everyone succeeds
- ★ Individualized rates
- ★ Learning from fellow students
- ★ Education in many environments
- ★ Children are responsible
- ★ Children perceived as trustworthy
- ★ Tolerance of ambiguity
- ★ Freeing

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